

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☐ Middle ☐ High ☒ K-12

Name of Principal Mrs. Anna Marie Garcia

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name San Isidro Schools

(As it should appear in the official records)

School Mailing Address P.O. Box 10 / Farm Road 1017

(If address is P.O. Box, also include street address)

San Isidro

TX

78588-0010

City

State

Zip Code+4 (9 digits total)

County Starr

School Code Number 214-902

Telephone (956)481-3108

Fax (956)481-3244

Website/URL http://www.siid.org

E-mail amg0923@hotmail.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Miguel Garcia

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Isidro Independent School District Tel (956)481-3106

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Exiquio Saenz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

All data are the most recent year available.

1. Number of schools in the district:

	<u> 1 </u>	Elementary schools
		Middle schools
	<u> 1 </u>	Junior high schools
	<u> 1 </u>	High schools
	<u> </u>	Other
	<u> 3 </u>	TOTAL

SCHOOL (To be completed by all schools)

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

_____ If fewer than three years, how long was the previous principal at this school?

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	10	5	15		7	8	8	16
K	8	8	16		8	10	10	20
1	5	4	9		9	10	8	18
2	9	6	15		10	14	7	21
3	9	12	21		11	11	6	17
4	14	7	21		12	7	7	14
5	10	13	23		Other			
6	16	6	22					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					248

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>4</u> | % White |
| <u>0</u> | % Black or African American |
| <u>96</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	245
(5)	Subtotal in row (3) divided by total in row (4)	.065
(6)	Amount in row (5) multiplied by 100	6.53

8. Limited English Proficient students in the school: 21 %
52 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 82%

Total number students who qualify: 207

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17%
43 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>20</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>11</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>36</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 12%
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	97%	97%	97%	98%
Daily teacher attendance	98%	98%	97%	98%	97%
Teacher turnover rate	1%	0%	1%	0%	0%
Student dropout rate (middle/high)	0%	0%	2%	1%	1%
Student drop-off rate (high school)	2%	2%	1%	2%	1%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>16</u>	
Enrolled in a 4-year college or university	<u>50</u>	%
Enrolled in a community college	<u>38</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>12</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	100	%

PART III - SUMMARY

The San Isidro Independent School District is located in northern rural Starr County in the southern region of Texas. The school district is comprised of grades Pre-Kinder through twelfth grade. The primary goal of the school district is to achieve student success through a rigid curriculum requiring students to reach their full potential. Excellence is a strong tradition at San Isidro I.S.D. This is evident through the Exemplary Accountability Rating that the school district has attained during the years 1998 – 1999, 1999 – 2000, 2000 – 2001, 2001 – 2002 and 2002 – 2003. This accomplishment is a reflection of our District Vision, “San Isidro ISD will be an exemplary community dedicated to the highest standards of quality at all levels and in all areas of endeavor. All students, parents, community members, and district employees, respecting and valuing each other, will be committed to providing all students with an education that enables them to live successfully in an ever-changing society.”

In the San Isidro I.S.D. community, trust, respect, interdependence, integrity, and collegiality are prized – which has resulted from flourishing teamwork. The members of our teaching community have created rich, enduring, and highly productive relationships that have bound us into a cohesive unit. If an equation existed to describe what our team can accomplish it would be **THE RIGHT TASK + THE RIGHT PEOPLE + THE RIGHT SETTING = UNPRECEDENTED ACTIONS AND RESULTS**. The strong interaction amongst team members has allowed us to develop a shared view of what is going on in the district, hopes for the future, what is working, what is not working, and what can be done about specific issues. The administration is committed to guiding and rewarding those efforts which leads students to productive, satisfying lives as adults. The faculty is dedicated to applying the best practices in education so that each student can excel; the support staff is involved in facilitating all programs that enhance the educational experiences. Consequently, our students are responding with favorable results in and out of the classroom.

Each school year, we embark upon the mission of providing a “well-balanced educational program committed toward academic success.” Through continual planning and reviewing of test scores and programs, the staff at San Isidro offers a well-rounded curriculum for students. The curriculum is based on the Texas Essential Knowledge and Skills (TEKS), which delineates learning standards that ensure that all students become more effective readers, know and apply complex mathematics, develop a stronger understanding of science concepts and master the social studies skills necessary to become responsible citizens. The quality of education for our students depends ultimately not on specific techniques, practices, or structures, but on more basic human and social resources.

An important guide toward the academic success of San Isidro students is the District Improvement Plan, which aligns the curriculum with the school, state, and national goals. It is realigned each year to meet the changing needs of the students. This guide has provided a curriculum connectedness and a new understanding that a successful elementary school is in the best interest of the middle school and high school.

The expectation at San Isidro ISD is that all of us – students, parents, community members, and staff – will put forth the required effort to ensure that we experience success in a positive and caring climate. Teachers, parents, and students come to know each other and develop a sense of community and school pride. We will continue to raise the bar so that our students will develop skills essential to the success of citizens in our diverse society because at San Isidro I.S.D. we are always, “Preparing Our Students for the Challenges of Tomorrow.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Implemented in spring 2003, TAKS is the primary state assessment of academic skills. TAKS is designed to measure core areas of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). The TAKS test measures academic skills in reading and mathematics at grades 3 through 9, writing at grades 4 and 7, English Language Arts at grades 10 and 11, social studies at grades 8, 10, and 11, and science at grades 5, 10, and 11.

The TAKS results are reported by grade level; all students, sub-groups and results are also reported by campus. The sum of 3rd – 11th grade level results is reported by indicating results for all students and sub-groups. Statewide assessments revealed that San Isidro I.S.D. had no significant performance disparity among economically disadvantaged and non-economically disadvantaged students and subgroups. The TAKS scale score indicates whether a student has met the standard and how far the student's achievement is above or below the passing standard. All enrolled students failing to meet the standard in one or more TAKS tests are offered accelerated instruction. In addition, students who fail one or more parts of TAKS are provided with TAKS Study Guides. A personal graduation plan is developed and implemented for each student in junior high or high school who did not perform satisfactorily on the TAKS. Each personal graduation plan identifies goals for the students and includes an intensive instruction program which will provide innovative methods to promote the student's advancement.

The most outstanding achievement for the school district is the fact that our students have successfully met the challenge of the second administration of the state's new and more rigorous statewide assessment. In 9th grade, 100% of the students met the standard on the reading and 82% met the standard on the mathematics. In grade 10, 100% of the students met the standard on the English Language Arts, 100% met the standard on the mathematics, 100% met the standard on the social studies and 87% met the standard on the science. The school's most impressive scores were the exit level assessment results. 100% of the 11th graders met the standard on the English Language Arts, Mathematics, Social Studies, and Science. Texas state law requires that high school students pass the Grade 11 Exit Level TAKS tests in English language arts, mathematics, social studies, and science, along with meeting all their course requirements, to receive a diploma from a Texas public high school. All the eleventh graders at San Isidro High School have met the criteria. We, at San Isidro I.S.D., attribute our improved student achievement to high academic standards aligned to an enriched curriculum that is delivered to meet each student's needs, strengths, and abilities.

San Isidro I.S.D. has received an accountability rating of "Exemplary" during the following school years: 1998-1999, 1999-2000, 2000-2001, 2001-2002, and 2002-2003. The high school continued the tradition of excellence by receiving an Exemplary rating for the 2003 – 2004 school year. Gold Performance Acknowledgements in the areas of Attendance (2002-2003), Recommended High School Program (Class of 2003), TAAS/TASP Equivalency (Class of 2003), and Commendation on Mathematics were also earned by the San Isidro High School. Gold Performance Acknowledgements are measures of high performance created by the Texas Legislature which are used to publicly recognize districts and campuses for high performance in areas that are in addition to those used to determine state accountability ratings.

Additional information on the Texas Assessment of Knowledge and Skills can be found at www.tea.state.tx.us/student.assessment.

2. Using Assessment Data for Improved Student and School Performance

San Isidro staff members utilize assessment data in a variety of ways to diagnose the individual needs of every student and to prescribe a plan for intervention. Each school year, personnel review the district Academic Excellence Indicator System (AEIS), which is a district “report card” based on students’ TAKS scores. The individual teachers analyze each student’s individual report to determine specific Texas Assessment of Knowledge and Skills objectives in each subject tested, especially those students that do not meet the standard. Elementary and secondary teachers meet to conduct an item analysis for each student in each grade level in the subject area they teach. This specific information provides each teacher with an opportunity to reflect on the strengths and weaknesses of each individual student.

Students in grades kindergarten through second grade are assessed with the Iowa Test of Basic Skills – a norm referenced achievement test in the areas of reading, language arts, and mathematics. The Iowa Tests measure student achievement in a developmentally appropriate curriculum of reading standards and skills across the primary grades. The assessment provides the student’s overall reading level and averages reading and reading-related tests to provide a Reading Profile Total Score. This norm-referenced test provides the teachers with a starting point on the student’s reading level.

All students, kindergarten through second grade, are assessed with the Texas Primary Reading Inventory (TPRI). The TPRI is a valid and reliable assessment tool that provides a comprehensive picture of a student’s reading / language arts development. The TPRI covers all five of the domains of reading required to qualify for the President’s Reading First Program (under the No Child Left Behind Act).

The following grade levels are assessed during the following:

Kindergarten	Middle of the Year	<i>January</i>
	End of the Year	<i>May</i>
1 st Grade	Beginning of the Year	<i>August</i>
	End of the Year	<i>May</i>
2 nd Grade	Beginning of the Year	<i>August</i>
	End of the Year	<i>May</i>

With the TPRI, teachers can focus on helping students learn the reading concepts they need, so that all students can meet the goal of reading on grade level.

In grades 3 – 11, students take benchmark or practice TAKS examinations in English Language Arts, mathematics, science, and social studies. These tests are administered to students on designated dates as provided in the District Improvement Plan. Teachers use benchmark results to develop a plan of intervention. Students who experience difficulty are identified in a timely manner and intensive interventions are designed to remediate their deficiencies. Additional instructional time is provided through before/after school classes, tutoring, Saturday tutorials, summer programs and extra instruction during the school day in small group settings.

Data is gathered from the beginning and end of the school year on a variety of assessment instruments, including TAKS, to determine program effectiveness. During designated staff development days, teaching teams work to align individual teacher curriculum maps with the state framework by identifying gaps and weaknesses across the grade levels.

3. Communicating Student Performance

The faculty and staff members of San Isidro ISD strongly believe that education should be a partnership between the school, parents and the community. Therefore, communication of students' academic performance to parents and the community is critical to our continued success. Student performance information is communicated to parents via the following: progress reports are disseminated to parents at the end of every three weeks of the six weeks period and report cards are mailed out at the end of every six weeks. If a student is failing one or more subjects, a parent conference is scheduled with the principal to determine intervention. Parent phone contacts are made to the parents of students who did not maintain a passing grade in any subject area. Student performance information is communicated to parents and the community through articles in the local newspaper. On the world-wide web, news of San Isidro student performances and accomplishments are displayed proudly at <http://siisd.org>.

Grade level parental meetings are held to inform parents of statewide assessments. The principal meets with third, fifth, and eleventh grade parents in the fall and spring semesters. These sessions provide parents with information on the Student Success Initiative which ensures that all students receive the instruction and support they need to be academically successful in reading and mathematics. The teachers involve parents by scheduling individual conferences to develop a plan of intervention for the students based on data indicators.

At the end of each six weeks period, San Isidro students maintaining "Perfect Attendance", "A" Honor Roll, and/or "A & B" Honor Roll participate in Terrific Thursday for elementary students and Fantastic Friday for Jr. High and high school students. Congratulatory letters to all students receiving one of the aforementioned honors are mailed to the students' parents. Jr. High and high school assemblies highlight the accomplishments and achievements of our students, and feature many talented students in front of their peers.

An annual State of Texas School Report Card is mailed to the parent of every student enrolled in our school during the month of February. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. The report provides information concerning student performance as well as information concerning expenditures, average class size, and student/teacher ratios.

4. Sharing Our Successes

San Isidro I.S.D. will provide an open campus for visitors from within our district, from other districts, and for parents and community members to observe the successful programs at our schools. The teachers and students are willing to go above and beyond in sharing its successes with other schools.

The "Just For Kids Honor Roll" recognized San Isidro High School as one of the best high schools in the lowest economic group as ranked by the National Center for Educational Accountability. Our teachers welcome and will continue to welcome future teachers from area universities to do observations and conduct student teaching. We will continue to share our successful strategies with future teachers who can take what they have learned at our school and apply it in their classroom.

As the principal of the school, I will meet with other small school districts in our region and share the success of the programs implemented at our school. The framework of these programs and resources necessary to implement them will also be shared.

PART V – CURRICULUM AND INSTRUCTION

1. The Comprehensive Curriculum of San Isidro Schools

San Isidro Schools are dedicated to the philosophy that students must learn a foundation of appropriate academic skills and develop the ability to think critically and engage in problem solving for long-term success in life. Our curriculum supports this philosophy and is based on the TEKS, which is the required educational curriculum of the state of Texas. The staff at San Isidro schools is dedicated to maintaining high expectations for all of our students. All students, regardless of economic status, race, disabilities, or limited English proficiency are expected to make adequate yearly progress to meet the state standards for the appropriate grade level.

Based on these beliefs, our curriculum for students in pre-kindergarten through fifth grade includes instruction in the core subject areas of reading, language arts, mathematics, science, social studies, and health. Students receive a minimum of forty-five minutes of fine arts instruction and two hundred fifty minutes of physical education instruction weekly. The San Isidro I.S.D. curriculum is aligned between the Texas Essential Knowledge and Skills, teaching objectives, textbooks, materials, and assessment.

A variety of interventions involving specialized instructional settings is available for students who are performing below grade level expectations. Special services, accommodations, and/or modifications are provided for students who have particular disabilities according to state and federal law. An English as a Second Language (ESL) program is provided for students who speak a language other than English in their home and possess deficiencies in oral or written usage of the English language.

Due to the fact that all grade levels are housed in one setting, there is a coherent progression between the grade levels based on a carefully articulated curriculum. The District Improvement Plan has guided secondary teachers to understand the starting points for many students and to appreciate the tremendous progress. At the same time, elementary teachers come to understand the standards and pressures that secondary teachers and students must address.

SOCIAL STUDIES

To support the teaching of the essential knowledge and skills, all elementary students participate in an annual multi-cultural share fair. Students work on interdisciplinary projects in which they read books on the country they are studying. Teachers integrate small group activities, project-based assignments and the use of technology for research and presentations into their lessons. Students utilize tools such as Power Point presentations to present their country to the other classes.

SCIENCE

San Isidro ISD offers a range of science classes within the areas of Physics, Chemistry and Biology. Our primary goal is to promote understanding in all areas of science through conceptual concepts with laboratory and project activities. Science teachers motivate and involve all students in science problem solving on a daily basis.

In order to stimulate student interest in science and provide students with opportunities for research and active inquiry, San Isidro elementary students participate in conducting science experiments biweekly.

The Spring Science Fair is the focal point of our “hands on” approach to science. Students participating in science fairs extend the knowledge previously gained through other experiences. Beginning with Pre-Kinder, students participate in the annual science fair. Students in the secondary science classes are utilized as judges.

FOREIGN LANGUAGE OFFERINGS

A certified Spanish teacher offers Spanish I, II, and III. Students are challenged to take Spanish III in order to graduate under the Distinguished Achievement Program. Spanish III students advance to a higher level of communication, reading and writing skills, both in and out of a traditional classroom setting.

TECHNOLOGY

San Isidro I.S.D. has the connectivity and tools needed to integrate technology into the teaching and learning process. The school district utilizes technology for staff development, teaching, student application and college courses. Teachers and students in Pre-K through 12th grade integrate technology on a daily basis. It is not uncommon to see elementary students presenting a power point presentation during our annual multi-cultural share fair. Exposure to technology at an early age is the foundation for mastery of technological applications in middle school, high school, and beyond. The state’s required technology applications curriculum is specified through the Technology Applications Texas Essential Knowledge and Skills. These standards are integrated throughout the curriculum in grades K – 8 and expanded through specialized, focused courses in grades 9 – 12. The importance of students meeting the technology literacy benchmarks for acquiring and integrating the Technology Applications TEKS across the curriculum is paramount in leading to success in meeting the curriculum needs of Texas students and meeting the requirements of No Child Left Behind.

The school district has taken innovative steps in entering into partnerships with colleges and businesses to increase the technology available to teachers and students. The district has established a partnership with the University of Texas – Pan American, where students are able to enroll and participate in college level coursework via our video conferencing system.

High school students are also assigned a workstation to use at home, and through a partnership with Valley Telephone Cooperative, receive discounted pricing on high speed DSL connections.

FINE ARTS

Integration of Fine Arts in all subject areas provides students with a well-rounded curriculum. By analyzing artistic styles during our annual multi-cultural share fair, students learn to appreciate and develop respect for the traditions and contributions of diverse cultures. Students at the secondary level are afforded the opportunity to enroll in Art I and/or Art II. These opportunities enable students to broaden their horizons in the area of Fine Arts.

CONCURRENT ENROLLMENT

San Isidro High School sophomores, juniors, and seniors are offered a “Total University Experience” because we believe it’s the best approach for students to prepare for a successful academic career after high school graduation. The concurrent enrollment program allows students to fulfill high school requirements while earning college credit.

2a. Elementary Reading Curriculum

San Isidro's reading curriculum is dictated by the objectives put forth in the Texas state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). In order to focus on the needs of our students, student learning is assessed throughout the school year and results are used to plan and group students for instruction and to provide feedback to students and parents. In the early grades, our students are offered a balance of elements, including reading for meaning and experiences with high-quality literature; intense, intentional, and systematic instruction in phonics; and ample opportunities to read and write. Phonemic awareness receives a major emphasis in grades Pre-K – 2nd. This is accomplished through the use of the Sing, Spell, Read, and Write Phonics Program. In the intermediate grades, our focus is on developing improved word recognition, increased fluency, strengthening comprehension, and analysis of diverse genres. Fluency instruction is important because it provides a bridge between word recognition and comprehension. We practice fluency through the integration of the Read Naturally Program.

The Accelerated Reading Program is a major component of reading at our school. Each student at the elementary participates in the Accelerated Reader program. Each student selects a book based on his/her reading level and particular interest. After the book has been read, the student takes a computer-generated test. At the end of each six weeks period, students gaining the most percentage points are treated to a "Fun Activity". At the end of the year, students meeting the Accelerated Reader Criteria set by a committee is rewarded to an all expense paid trip to Fiesta, Texas in San Antonio, Texas.

2b. Secondary Reading Curriculum

The secondary reading curriculum is designed to develop critical thinking skills and respond to written materials. The high school reading program represents the necessary continuation of developmental reading instruction for all students. One of the major goals of our high school reading program is to focus on developing students who acquire the habit of reading for enjoyment as a life-long pursuit. The reading program is designed to prepare our students for a variety of literacy demands, including the reading of expository and narrative texts, the reading of technical materials, the reading of information presented in visual displays such as charts and graphs, and reading and learning through interactions with technology. In English classes, direct instruction is a routine part of the curriculum; both orally and through Sustained Silent Reading, teachers and students explore the language used in literary works with intensity. Each high school English class reads one novel every six weeks; students read extensively in multiple genres: English I and English II classes read novels written in English or translated to English from classical Greek, European, African, South American, and North American cultures. English III classes read extensively from American literature and other world literature and English IV class focus on genres from British literature.

3. Math Curriculum

The math curriculum of San Isidro Schools is driven by the Texas Essential Knowledge and Skills (TEKS). All students are expected to develop a thorough understanding of the knowledge and skills outlined in the TEKS. Our approach to mathematics encourages students to develop a greater understanding of how processes work and when to apply them. The mathematics program in the San Isidro School District is designed to prepare students to be productive citizens in a fast-changing world. A full range of course offerings in mathematics, from Kindergarten through Concurrent Enrollment, are available to every student in the district. To facilitate a student's progress, every elementary and intermediate class offers mathematics that allows both enrichment and acceleration beyond grade level expectations.

At the high school level, students are encouraged to take math all four years and to strive to reach the highest level possible, with most students completing courses at the pre-calculus level or higher. It is not uncommon for concurrent enrollment students to enroll for a Geometry, Pre-Calculus or Calculus class at the university level.

The goal of the San Isidro mathematics program is to provide all students with a rich experience in mathematics as a way of thinking so that they will become competent and confident mathematical problem solvers. San Isidro I.S.D. implements a coherent, focused, and demanding mathematics curriculum that reflects the logical and sequential nature of mathematics. Students move from mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning, including problem solving. We expect our students to know math concepts and be able to apply them in a variety of settings.

4. Instructional Methods

San Isidro I.S.D. educators employ a variety of instructional methods in order to improve instruction. Emphasis is placed on teaching concepts, principles and understanding. Each grade level reviews the testing results of the state mandated tests. Teachers of all disciplines analyze the data in order to address the needs of their students. Our primary focus is to encourage higher order thinking skills and success of student learning. Expectation for higher-order thinking skills is included in norm-referenced tests, state competency examinations, and discipline-based objectives addressing such issues as inferences and the scientific method. It is widely accepted that students should have a repertoire of these skills.

At San Isidro I.S.D., it is our goal to ensure that students have access to the latest technology and to ascertain that it is used as an effective instructional tool. Educational technologies are essential tools that enable students to experience multiple and varied ways of learning. They allow students to simulate real-life experiences and support collaborative learning while connecting schools with the rest of the world. Students need to use technology to become lifelong learners and acquire the skills necessary to be successful in the workforce. The concept is to integrate technology across the curriculum through the use of campus-networked computer labs.

5. Professional Development Program

San Isidro I.S.D. is dedicated to providing each staff member with opportunities to grow professionally. Teams of teachers from across the curriculum participate in workshops dealing with a broad range of topics. Teachers, upon return, share information with their colleagues through in-house training, vertical team meetings, and staff development workshops. Specific, targeted, research-based staff development has proven to be an integral component of San Isidro's success.

The San Isidro I.S.D. professional staff uses a vertical team approach to create a shared vision and culture to advance student learning. The purpose of San Isidro's vertical teaming is "to serve as a working model to pass on the spirit of open communication, trust, and respect to the entire school system." Team members work at different horizontal levels of the school district and have diverse perspectives and experiences, but share a common desire to advance student learning.

San Isidro math and science teachers are in a joined partnership with the Texas Rural Systemic Initiative (TRSI). TRSI is a systemic reform project that works with participating school districts to improve the mathematics and science performance of all students.

The district administrator monitors the staff development sessions teachers and teacher assistants attend and provide opportunities for additional staff development, as needed. Each teacher and teacher assistant keeps an individual professional development portfolio.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): _____
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes _____ No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? \$ _____
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ _____
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

PART VII - ASSESSMENT RESULTS

Public Schools

Each nominated school must show results in reading (language arts or English) and mathematics for at least the last three years according to the criteria used by the CSSO to nominate the school. For formatting, if possible use or adapt the sample tables (no charts or graphs) at the end of this application.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system and at least 90 percent of the students in the appropriate classes must take the tests, schools must report the results. For these tests, schools must use national norms. The national school norms for the 90th and 60th percentiles can be found on the Department's website. If fewer than 90 percent of the students take a combination of the tests, that is, the ACT and the SAT or the PLAN and the PSAT, do not report the data.

The school must disaggregate all data for socioeconomic and ethnic/racial groups that comprise sufficient numbers to be a part of the state's assessment reports or are of sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups. The school must specify the number and percentage of students assessed by alternative methods.

All test data tables should be attached to the end of the application, with all pages numbered consecutively.

Private Schools

Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested on state tests or assessments referenced against national norms. For formatting, use or adapt the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and for assessments referenced against national norms administered by the school.

If at least 90 percent of the students take the PSAT, PLAN, SAT, or ACT, high schools should report the data.

The school must disaggregate the data for students eligible for free or reduced-priced meals and for ethnic/racial groups if a specific group comprises 10 percent or more of the student body of the school. The school must disaggregate the data whether or not the school actually offers the federal school lunch program. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups.

The school must specify the number and percentage of students assessed by alternative methods. Attach all tables that show test data to the end of this application. Continue to number the pages consecutively.

PART VII – ASSESSMENT RESULTS

State Criterion-Referenced Tests

Grades: 3rd – 11th

Test: TAAS (Texas Assessment of Academic Skills) 1999 – 2002
TAKS (Texas Assessment of knowledge and Skills) 2003, 2004

Publisher: Texas Education Agency

What groups were excluded from testing? Why and how were they assessed?

Figures in the attached table reflect participating in either TAAS or TAKS, the state Assessments State-Developed Alternative Assessment (SDAA) are “excluded” from these numbers; however, they were a part of the state assessment system.

Test Standards:

Two standards are reported for the state assessments included in this table. For TAAS, students could *Meet Minimum Expectations* and receive *Academic Recognition*. For TAKS, students are reported to have *Met the Standard* and could achieve *Commended Performance*.

Commended Performance: *This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Students demonstrated a thorough understanding of the knowledge and skills measured at this grade.*

Met the Standard: *This category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard. Students demonstrated a sufficient understanding of the knowledge and skills measured at this grade.*

Did not meet the standard: *This category represents unsatisfactory academic achievement. Students in this category performed at a level that was below the state passing standard. Students demonstrated an insufficient understanding of the knowledge and skills measured at this grade.*

SAN ISIDRO ISD
Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	20%	24%			
(TAKS) % Met Standard	90%	100%			
(TAAS) % Academic Recognition			21%	13%	47%
(TAAS) % Met Minimum Standards			88%	92%	100%
Number of students tested	20	21	19	15	19
Percent of total students tested	100%	95%	90%	93%	95%
Number of students alternatively assessed		1	2	1	1
Percent of students alternatively assessed		5%	10%	7%	5%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance		14%			
(TAKS) % Met Standard	86%	94%			
(TAAS) % Academic Recognition			13%		31%
(TAAS) % Met Minimum Standards			85%	91%	100%
Number of students tested	15	18	15	13	16
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	20%	24%			
(TAKS) % Met Standard	90%	100%			
(TAAS) % Academic Recognition			13%	13%	47%
(TAAS) % Met Minimum Standards			86%	92%	100%
Number of students tested	20	20	16	15	19
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard		100%			
(TAAS) % Academic Recognition			67%		
(TAAS) % Met Minimum Standards			100%		
Number of students tested		1	3		
STATE SCORES					
(TAKS) % At or above Commended Performance	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	5%	24%			
(TAKS) % Met Standard	60%	95%			
(TAAS) % Academic Recognition			16%	6%	42%
(TAAS) % Met Minimum Standards			94%	85%	100%
Number of students tested	20	21	19	15	19
Percent of total students tested	100%	95%	90%	93%	95%
Number of students alternatively assessed		1	2	1	1
Percent of students alternatively assessed		5%	10%	7%	5%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance		17%			
(TAKS) % Met Standard	53%	94%			
(TAAS) % Academic Recognition			13%		25%
(TAAS) % Met Minimum Standards			92%	82%	100%
Number of students tested	15	18	15	13	16
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	5%	25%			
(TAKS) % Met Standard	60%	95%			
(TAAS) % Academic Recognition			13%	6%	42%
(TAAS) % Met Minimum Standards			93%	85%	100%
Number of students tested	20	20	16	15	19
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard		100%			
(TAAS) % Academic Recognition			33%		
(TAAS) % Met Minimum Standards			100%		
Number of students tested		1	3		
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	18%	NA	NA	NA
(TAKS) % At or Above Met Standard	90%	90%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	82%	80%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade

SAN ISIDRO ISD
Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	21%	18%			
(TAKS) % Met Standard	79%	81%			
(TAAS) % Academic Recognition			25%	42%	25%
(TAAS) % Met Minimum Standards			100%	100%	75%
Number of students tested	24	17	12	19	12
Percent of total students tested	96%	94%	92%	95%	75%
Number of students alternatively assessed	1	1	1	1	4
Percent of students alternatively assessed	4%	6%	8%	5%	25%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	17%	15%			
(TAKS) % Met Standard	81%	85%			
(TAAS) % Academic Recognition			8%	25%	27%
(TAAS) % Met Minimum Standards			100%	100%	73%
Number of students tested	21	13	9	16	11
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	21%	14%			
(TAKS) % Met Standard	79%	77%			
(TAAS) % Academic Recognition			25%	42%	25%
(TAAS) % Met Minimum Standards			100%	100%	75%
Number of students tested	24	14	12	19	12
<i>3. White</i>					
(TAKS) % Commended Performance		33%			
(TAKS) % Met Standard		100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested		3			
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	85%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	89%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	33%	24%			
(TAKS) % Met Standard	96%	100%			
(TAAS) % Academic Recognition					17%
(TAAS) % Met Minimum Standards			100%	100%	92%
Number of students tested	24	17	12	19	12
Percent of total students tested	96%	94%	92%	95%	75%
Number of students alternatively assessed	1	1	1	1	4
Percent of students alternatively assessed	4%	6%	8%	5%	25%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	29%	23%			
(TAKS) % Met Standard	95%	100%			
(TAAS) % Academic Recognition					18%
(TAAS) % Met Minimum Standards			100%	100%	73%
Number of students tested	21	13	10	16	11
2. Hispanic					
(TAKS) % Commended Performance	33%	21%			
(TAKS) % Met Standard	96%	100%			
(TAAS) % Academic Recognition					17%
(TAAS) % Met Minimum Standards			100%	100%	92%
Number of students tested	24	14	12	19	12
3. White					
(TAKS) % Commended Performance		33%			
(TAKS) % Met Standard		100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested		3			
STATE SCORES					
(TAKS) % At or above Commended Performance	21%	15%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grad

SAN ISIDRO ISD
Texas Fifth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	25%	15%			
(TAKS) % Met Standard	78%	85%			
(TAAS) % Academic Recognition			36%	25%	31%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	18	13	22	10	13
Percent of total students tested	86%	87%	96%	71%	81%
Number of students alternatively assessed	3	2	1	4	3
Percent of students alternatively assessed	14%	13%	4%	29%	19%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	22%	9%			
(TAKS) % Met Standard	76%	100%			
(TAAS) % Academic Recognition			16%	14%	29%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	14	11	19	7	7
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	28%	14%			
(TAKS) % Met Standard	73%	100%			
(TAAS) % Academic Recognition			36%	25%	31%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	15	13	22	10	13
<i>3. White</i>					
(TAKS) % Commended Performance	5%				
(TAKS) % Met Standard	100%				
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	3				
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	79%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Fifth-Grade Criterion-Referenced Math Test

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	50%	14%			
(TAKS) % Met Standard	94%	100%			
(TAAS) % Academic Recognition			32%	10%	57%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	18	14	22	10	14
Percent of total students tested	86%	87%	96%	71%	81%
Number of students alternatively assessed	3	2	1	4	3
Percent of students alternatively assessed	14%	13%	4%	29%	19%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	22%	9%			
(TAKS) % Met Standard	93%	100%			
(TAAS) % Academic Recognition			16%	11%	63%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	14	11	19	9	8
<i>2. Hispanic</i>					
(TAKS) % Commended Performance		14%			
(TAKS) % Met Standard	93%	100%			
(TAAS) % Academic Recognition			32%	10%	57%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	15	14	22	10	14
<i>3. White</i>					
(TAKS) % Commended Performance	5%				
(TAKS) % Met Standard	100%				
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	3				
STATE SCORES					
(TAKS) % At or above Commended Performance	26%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	82%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	94%	92%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade

SAN ISIDRO ISD
Texas Sixth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	16%	18%			
(TAKS) % Met Standard	89%	91%			
(TAAS) % Academic Recognition			22%	29%	38%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	19	22	10	15	13
Percent of total students tested	95%	92%	85%	88%	87%
Number of students alternatively assessed	1	2	3	2	2
Percent of students alternatively assessed	5%	8%	15%	12%	13%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	11%	12%			
(TAKS) % Met Standard	88%	88%			
(TAAS) % Academic Recognition			25%	25%	40%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	17	17	8	8	10
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	16%	18%			
(TAKS) % Met Standard	89%	91%			
(TAAS) % Academic Recognition			22%	29%	33%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	19	22	10	15	12
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard					
(TAAS) % Academic Recognition					100%
(TAAS) % Met Minimum Standards					100%
Number of students tested					1
STATE SCORES					
(TAKS) % At or above Commended Performance	28%	25%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88%	85%	86%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Sixth-Grade Criterion-Referenced Math Test

Subject Math Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	11%	10%			
(TAKS) % Met Standard	84%	71%			
(TAAS) % Academic Recognition			10%	27%	46%
(TAAS) % Met Minimum Standards			100	100%	92%
Number of students tested	19	21	10	15	13
Percent of total students tested	95%	92%	85%	88%	87%
Number of students alternatively assessed	1	2	3	2	2
Percent of students alternatively assessed	5%	8%	15%	12%	13%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	5%	6%			
(TAKS) % Met Standard	82%	63%			
(TAAS) % Academic Recognition			11%	22%	30%
(TAAS) % Met Minimum Standards			100%	100%	90%
Number of students tested	17	16	9	9	10
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	11%	10%			
(TAKS) % Met Standard	84%	71%			
(TAAS) % Academic Recognition			10%	27%	42%
(TAAS) % Met Minimum Standards			100%	100%	92%
Number of students tested	19	21	10	15	12
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard					
(TAAS) % Academic Recognition					100%
(TAAS) % Met Minimum Standards					100%
Number of students tested					1
STATE SCORES					
(TAKS) % At or above Commended Performance	22%	16%	NA	NA	NA
(TAKS) % At or Above Met Standard	77%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	93%	91%	88%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Seventh-Grade Criterion-Referenced Reading Test

Subject Reading Grade 7 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	33%	8%			
(TAKS) % Met Standard	94%	92%			
(TAAS) % Academic Recognition			44%	44%	44%
(TAAS) % Met Minimum Standards			100%	100%	94%
Number of students tested	18	12	16	16	16
Percent of total students tested	90%	71%	96%	94%	94%
Number of students alternatively assessed	2	5	1	1	1
Percent of students alternatively assessed	10%	29%	4%	6%	6%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	17%	9%			
(TAKS) % Met Standard	93%	91%			
(TAAS) % Academic Recognition			40%	45%	33%
(TAAS) % Met Minimum Standards			100%	100%	92%
Number of students tested	14	11	10	11	12
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	33%	8%			
(TAKS) % Met Standard	94%	92%			
(TAAS) % Academic Recognition			47%	38%	44%
(TAAS) % Met Minimum Standards			100%	100%	94%
Number of students tested	18	12	15	13	16
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard					
(TAAS) % Academic Recognition				67%	
(TAAS) % Met Minimum Standards			100%	100%	
Number of students tested			1	3	
STATE SCORES					
(TAKS) % At or above Commended Performance	19%	13%	NA	NA	NA
(TAKS) % At or Above Met Standard	83%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	91%	89%	83%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade

SAN ISIDRO ISD
Texas Seventh-Grade Criterion-Referenced Math Test

Subject Math Grade 7 Test Texas Assessment of Knowledge and Skills

Edition/publication year -2004- Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance		9%			
(TAKS) % Met Standard	100%	80%			
(TAAS) % Academic Recognition			38%	6%	13%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	17	11	16	15	16
Percent of total students tested	85%	65%	96%	94%	94%
Number of students alternatively assessed	3	6	1	1	1
Percent of students alternatively assessed	15%	35%	4%	6%	6%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance		10%			
(TAKS) % Met Standard	100%	80%			
(TAAS) % Academic Recognition			30%		
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	13	10	10	10	12
<i>2. Hispanic</i>					
(TAKS) % Commended Performance		9%			
(TAKS) % Met Standard	100%	80%			
(TAAS) % Academic Recognition			40%		13%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	17	11	15	12	16
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard					
(TAAS) % Academic Recognition				33%	
(TAAS) % Met Minimum Standards			100%	100%	
Number of students tested			1	3	
STATE SCORES					
(TAKS) % At or above Commended Performance	7%	7%	NA	NA	NA
(TAKS) % At or Above Met Standard	70%	73%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	89%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Eighth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 8 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	36%	73%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition			57%	43%	64%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	11	15	14	19	14
Percent of total students tested	65%	88%	95%	90%	94%
Number of students alternatively assessed	6	2	1	2	1
Percent of students alternatively assessed	35%	12%	5%	10%	6%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	30%	89%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition			38%	29%	50%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	10	9	8	14	10
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	36%	71%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition			45%	33%	58%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	11	14	11	18	12
<i>3. White</i>					
(TAKS) % Commended Performance		100%			
(TAKS) % Met Standard		100%			
(TAAS) % Academic Recognition			100%		100%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested		1	3	1	2
STATE SCORES					
(TAKS) % At or above Commended Performance	22%	25%	NA	NA	NA
(TAKS) % At or Above Met Standard	89%	88%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	89%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Eighth-Grade Criterion-Referenced Math Test

Subject Math Grade 8

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	20%	20%			
(TAKS) % Met Standard	90%	100%			
(TAAS) % Academic Recognition			7%	16%	29%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	10	15	14	19	14
Percent of total students tested	65%	88%	95%	90%	94%
Number of students alternatively assessed	6	2	1	2	1
Percent of students alternatively assessed	35%	12%	5%	10%	6%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	22%	22%			
(TAKS) % Met Standard	89%	100%			
(TAAS) % Academic Recognition					30%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	9	9	8	14	10
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	20%	21%			
(TAKS) % Met Standard	90%	100%			
(TAAS) % Academic Recognition				17%	25%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	10	14	11	18	12
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard		100%			
(TAAS) % Academic Recognition			33%		50%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested		1	3	1	2
STATE SCORES					
(TAKS) % At or above Commended Performance	12%	7%	NA	NA	NA
(TAKS) % At or Above Met Standard	66%	72%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	92%	90%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade

SAN ISIDRO ISD
Texas Ninth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 9 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	24%				
(TAKS) % Met Standard	100%	92%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards			NA	NA	NA
Number of students tested	17	13			
Percent of total students tested	85%	93%			
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed	18%	7%			
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	18%				
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	11	7			
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	24%				
(TAKS) % Met Standard	100%	90%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	15	10			
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	2	3			
STATE SCORES					
(TAKS) % At or above Commended Performance	9%	6%	NA	NA	NA
(TAKS) % At or Above Met Standard	84%	82%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Ninth-Grade Criterion-Referenced Math Test

Subject Math Grade 9 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	18%				
(TAKS) % Met Standard	82%	87%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards			NA	NA	NA
Number of students tested	17	15			
Percent of total students tested	85%	93%			
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed	18%	7%			
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	5%				
(TAKS) % Met Standard	80%	78%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	11	9			
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	18%				
(TAKS) % Met Standard	86%	83%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	15	12			
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	2	3			
STATE SCORES					
(TAKS) % At or above Commended Performance	14%	11%	NA	NA	NA
(TAKS) % At or Above Met Standard	59%	63%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Tenth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 10 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance		7%			
(TAKS) % Met Standard	100%	87%			
(TAAS) % Academic Recognition				61%	44%
(TAAS) % Met Minimum Standards			100%	100%	94%
Number of students tested	15	15	15	19	19
Percent of total students tested	94%	89%	79%	86%	83%
Number of students alternatively assessed	1	2	4	3	4
Percent of students alternatively assessed	6%	11%	21%	14%	17%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard	100%	83%			
(TAAS) % Academic Recognition				61%	36%
(TAAS) % Met Minimum Standards			100%	100%	94%
Number of students tested	9	12	14	18	14
<i>2. Hispanic</i>					
(TAKS) % Commended Performance		7%			
(TAKS) % Met Standard	100%	87%			
(TAAS) % Academic Recognition				61%	44%
(TAAS) % Met Minimum Standards			100%	100%	94%
Number of students tested	11	15	15	22	16
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard	100%				
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	4				
STATE SCORES					
(TAKS) % At or above Commended Performance	4%	5%	NA	NA	NA
(TAKS) % At or Above Met Standard	75%	72%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	90%	90%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Tenth-Grade Criterion-Referenced Math Test

Subject Math Grade 10 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	7%	7%			
(TAKS) % Met Standard	100%	64%			
(TAAS) % Academic Recognition				17%	13%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	15	14	15	19	19
Percent of total students tested	94%	89%	79%	86%	83%
Number of students alternatively assessed	1	2	4	3	4
Percent of students alternatively assessed	6%	11%	21%	14%	17%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	7%				
(TAKS) % Met Standard	100%	64%			
(TAAS) % Academic Recognition				17%	7%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	9	11		18	14
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	7%	7%			
(TAKS) % Met Standard	100%	64%			
(TAAS) % Academic Recognition				17%	13%
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	11	14		22	16
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard	100%				
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	4				
STATE SCORES					
(TAKS) % At or above Commended Performance	8%	7%	NA	NA	NA
(TAKS) % At or Above Met Standard	63%	73%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	89%	86%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Eleventh-Grade Criterion-Referenced Reading Test

Subject Reading Grade 11 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	18%				
(TAKS) % Met Standard	100%	85%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards			NA	NA	NA
Number of students tested	11	13			
Percent of total students tested	79%	93%			
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed	27%	7%			
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard	100%	89%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	8	9			
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	18%				
(TAKS) % Met Standard	100%	91%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	11	11			
<i>3. White</i>					
(TAKS) % Commended Performance					
(TAKS) % Met Standard		50%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested		2			
STATE SCORES					
(TAKS) % At or above Commended Performance	10%	5%	NA	NA	NA
(TAKS) % At or Above Met Standard	87%	69%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

SAN ISIDRO ISD
Texas Eleventh-Grade Criterion-Referenced Math Test

Subject Math Grade 11 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	73%	15%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards			NA	NA	NA
Number of students tested	11	13			
Percent of total students tested	79%	93%			
Number of students alternatively assessed	3	1			
Percent of students alternatively assessed	27%	7%			
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	45%	11%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	8	9			
<i>2. Hispanic</i>					
(TAKS) % Commended Performance	73%	9%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested	11	11			
<i>3. White</i>					
(TAKS) % Commended Performance		50%			
(TAKS) % Met Standard		100%			
(TAAS) % Academic Recognition					
(TAAS) % Met Minimum Standards					
Number of students tested		2			
STATE SCORES					
(TAKS) % At or above Commended Performance	15%	6%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	68%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

